

EDUC 525: Law and Ethics in Education
Fall 2021

	Instructor	Location	Email
	Rhiannon Jones	Online	Rc.jones@ucalgary.ca
Groups	Teaching Assistants		
A, D, G, J	Rae Ann Van Beers		Raeann.vanbeers@ucalgary.ca
B, E, H, K	Alicia Adlington		abaudais@ucalgary.ca
C, F, I, L	Kashif Raza		kashif.raza@ucalgary.ca

Territorial Acknowledgement As the instructor of this course, I take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut’ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3. I also note that the University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary.

Course Dates: September 7-October 29, 2021

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only. Drop in Zoom sessions will be offered as needed.

Zoom Discussion Group Details: All students will be assigned to a group in D2L. Discussions will be held from 8- 10 am.

Discussion Group A, B, C - September 14, September 28, October 12

Discussion Group D, E, F - September 16, September 28, October 14

Discussion Group G, H, I - September 21, October 5, October 19

Discussion Group J, K, L - September 23, October 7 October 21

COURSE DESCRIPTION:

This course is an introduction to the historical genesis and institutional structure of Alberta’s system of education; an understanding of its legal underpinnings; and an opportunity for dialogue in small groups on current major issues in educational law and on ethical decision-making surrounding educational issues.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. The genesis of public education in Alberta.
2. The legal rights and responsibilities of student teachers, teachers, students, and parents.
3. Various schools of ethical thought.

COURSE DESIGN AND DELIVERY: The lectures will be delivered asynchronously through podcasts created by the instructor and posted on D2L. The teaching assistants for this course will lead small group discussions at regularly scheduled Zoom tutorials.

There are two recommended texts for this course:

David Young, *Education Law in Canada: A Guide for Teachers and Administrators* (Toronto, ON: Irwin Law, 2017) (ISBN: 978-55221-442-8). The full textbook is accessible for free online through the University of Calgary Library at: https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_cdi_cel_books_479262.

Jose da Costa, Pamela Adams, J. Kent Donlevy, Benjamin Kutsyuruba, Keith D. Walker. (2021). *A guide to Alberta school law. Second Edition*. Calgary, AB: Turning Point Global.

All other resources will be posted on D2L or may be accessed at the hyperlinks provided in the Weekly Course Schedule below.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Assignment 1	Law Assignment	Group	50%	Wednesday, October 13, 2021, at 4:00 PM
Assignment 2	Ethics Assignment	Group	50%	Friday, October 29, 2021, at 4:00 PM

WEEKLY COURSE SCHEDULE: The course schedule and readings are subject to change upon reasonable notice to the class.

Date	Topic	Readings and Tasks	Due Dates
Week 1 September 7-12, 2021 (No tutorials this week)	Introduction to the Canadian legal system The Legal Framework Governing Educators in Alberta	Required: Podcast: Introduction to the Canadian legal system Podcast: The Legal Framework Governing Educators in Alberta Sources of law in Canada: https://www.justice.gc.ca/eng/cs-j-sjc/just/03.html Structure of the Canadian judicial system: https://www.justice.gc.ca/eng/cs-j-sjc/ccs-ajc/01.html Basic civil and criminal procedure: https://www.justice.gc.ca/eng/cs-j-sjc/just/08.html About the Charter: https://www.justice.gc.ca/eng/cs-j-sjc/rfc-dlc/ccrf-cddl/learn-append.html	

		<p>Alberta Education, <i>Guide to Education: ECS to Grade 12</i> (2019-2020), pp 7-26, online: https://open.alberta.ca/dataset/d119dba4-36cd-4e41-927b-b436fb2e75b1/resource/d49b4753-f531-4c35-bd06-f87d40b1f715/download/guide-to-education-2019-2020.pdf</p> <p>Recommended:</p> <p><i>Education Law in Canada</i> [“ELIC”], Chapter 3: The Role of Courts in Education</p> <p>ELIC, Chapter 1: From My Side of the Desk: A Case for School Law</p> <p>ELIC, Chapter 2: The Legal and Administrative Framework of Education in Canada</p> <p>ELIC, Chapter 4: Educator Rights and Duties</p> <p>Overview of the Alberta legal system for service providers working with vulnerable populations: https://www.cplea.ca/wp-content/uploads/CanadianLegalSystem.pdf</p>	
<p>Week 2 September 13-19, 2021</p> <p>Tutorials: September 14- A, B, C September 16- D, E, F</p>	<p>Student Rights</p>	<p>Required:</p> <p>Podcasts: Student Rights</p> <p><u>Students’ minority language educational rights</u></p> <p>Supreme Court of Canada, “Case in Brief: <i>Conseil scolaire francophone de la Colombie-Britannique v British Columbia</i>,” 2020 SCC 13, online: https://www.scc-csc.ca/case-dossier/cb/2020/38332-eng.aspx</p> <p><u>Students’ (and parents’) freedom of religion</u></p> <p><i>L(S) c Des Chênes (Commission scolaire)</i>, 2012 SCC 7 (CanLII), <http://canlii.ca/t/fq4b5> at paras 1-43.</p> <p><i>Multani v Commission scolaire Marguerite-Bourgeois</i>, 2006 SCC 6 (CanLII), <http://canlii.ca/t/1mnj2> at paras 1-14, 32-83.</p> <p><i>Servatius v Alberni School District</i>, 2020 BCSC 15 (CanLII), <http://canlii.ca/t/j4fvx> at paras 1-108.</p> <p><i>ET v Hamilton-Wentworth District School Board</i>, 2017 ONCA 893 (CanLII), <http://canlii.ca/t/hnz2n> at paras 1-101</p> <p><u>Students’ (and parents’) freedom of expression</u></p> <p><i>Pridgen v University of Calgary</i>, 2010 ABQB 644 (CanLII), <http://canlii.ca/t/2cxd9> at paras 1-15 and 70-83, aff’d 2012 ABCA 139.</p> <p><i>Elkow v Sana</i>, 2015 ABQB 803 (CanLII), <http://canlii.ca/t/gmnjt> at paras 1-35, 82-223</p> <p><u>Students’ freedom against unreasonable search and seizure</u></p>	

		<p><i>R v MRM</i>, 1998 CanLII 770 (SCC) <http://canlii.ca/t/1fqg9> at paras 1-8 and 31-64, [1998] 3 SCR 393.</p> <p><i>R v AM</i>, 2008 SCC 199 (CanLII), <http://canlii.ca/t/1wnbf> at paras 3-23, 61-74 and 90-91.</p> <p><i>Constant-Daniels (Litigation Guardian of) v Tournier</i>, 2014 SKQB 353 (CanLII), <http://canlii.ca/t/gf7s9> at paras 1-41.</p> <p><u>Procedural fairness</u></p> <p><i>JO (Next Friend of) v Strathcona-Tweedsmuir School</i>, 2010 ABQB 559 at paras 1-47.</p> <p>Recommended:</p> <p>ELIC, Chapter 5: Student Rights</p> <p>Charterpedia on s. 1: https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccd/check/art1.html</p> <p>Charterpedia on s. 2(a): https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccd/check/art2a.html.</p> <p>Charterpedia on s. 2(b): https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccd/check/art2b.html</p> <p><i>Conseil scolaire francophone de la Colombie-Britannique v British Columbia</i>, 2020 SCC 13 (CanLII), <http://canlii.ca/t/j882q> at paras 1-163 and 188-264.</p> <p><i>Pridgen v University of Calgary</i>, 2012 ABCA 139 (CanLII), <http://canlii.ca/t/fr7w6> at paras 1-42 and 113-128.</p>	
<p>Week 3 September 20-26, 2021</p> <p>Tutorials: September 21- G, H, I September 23- J, K, L</p>	<p>Educators' Negligence and Liability</p>	<p>Required:</p> <p>Podcast: Educators' Negligence and Liability</p> <p><u>Negligence</u></p> <p><i>MacCabe v Westlock Roman Catholic Separate School District No 110</i>, 2001 ABCA 257 (CanLII), <http://canlii.ca/t/5rcq> at paras 1-79.</p> <p><i>Deo v Vancouver School District No 39</i>, 2018 BCSC 133 (CanLII), <http://canlii.ca/t/hq2x2>.</p> <p><i>Bain (Guardian ad litem of) v Calgary Board of Education</i>, 1993 CanLII 7301 <http://canlii.ca/t/2brbx> (Alta QB) at paras 1-60, [1994] 2 WWR 468.</p> <p><i>Deborah Tilli v Hamilton-Wentworth Catholic District School Board</i>, 2019 ONSC 1783 (CanLII), <http://canlii.ca/t/j0qc4>.</p> <p><i>Hamilton v School District No 37</i>, 2010 BCSC 712 (CanLII), <http://canlii.ca/t/29v33>.</p>	

		<p><i>Patrick v St Clair Catholic District School Board</i>, 2013 ONSC 4025 (CanLII), <http://canlii.ca/t/g2vjr>.</p> <p>Recommended</p> <p>ELIC, Chapter 6: Educators' Negligence and Liability</p>	
<p><i>Week 4</i> September 27 - October 3, 2021</p> <p>Tutorials: September 28- all groups</p> <p>Note: September 30 – National Day of Truth and Reconciliation (no tutorials) Groups will be combined into larger sessions on the 28. Email instructions will be sent prior.</p>	<p>Issues of Misconduct</p>	<p>Required:</p> <p>Podcasts: Issues of Misconduct</p> <p>ELIC, Chapter 7: Issues of Misconduct</p> <p><u>Sexual abuse¹</u></p> <p><i>R c Audet</i>, 1996 CanLII 198 (SCC), <http://canlii.ca/t/1fr9r> at paras 1-28 and 32-49, [1996] 2 SCR 171.</p> <p><i>SGH v Gorsline</i>, 2001 ABQB 163 (CanLII), <http://canlii.ca/t/h2qq6> at paras 1-29, 49-125.</p> <p><i>AB v CD</i>, 2011 BCSC 775 (CanLII), <http://canlii.ca/t/flvt5> at paras 1-158.</p> <p><i>MM v PM</i>, 2000 BCSC 1597 (CanLII), <http://canlii.ca/t/1fmfr> at paras 1-7 and 31-71.</p> <p>Government of Alberta, <i>Responding to Child Abuse: A Handbook</i> (2005), online: https://open.alberta.ca/dataset/b84e0bda-59d8-4c07-8139-6851df4cf9c5/resource/8aaa5fca-6518-4bc4-8bbf-02b91d929b48/download/2005-responding-to-child-abuse-handbook-2006.pdf at pp 1-16 and 26-29.</p> <p><u>Corporal punishment</u></p> <p>Alberta Teachers' Association, "Teachers and Section 43 of the <i>Criminal Code</i>" (2007) 3:7 <i>Leadership Update</i>, online: <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/School-Administrators/Leadership-Update/COMM-118-24%20v3n7.pdf>.</p> <p><i>R v Jonkman</i>, 2010 ABPC 245 (CanLII), <http://canlii.ca/t/2c06g>.</p> <p><u>Educators' freedom of expression and religion</u></p> <p><i>Attis v The Board of School Trustees, District No 15</i>, 1996 CanLII 237 (SCC), <http://canlii.ca/t/1frbr> at paras 1-8, 20, and 34-113, [1996] 1 SCR 825 (sub nom <i>Ross v New Brunswick School District No 15</i>).</p>	

¹ These readings include descriptions of sexual assault and abuse. They form an important part of the course, and it is impossible to discuss these issues in the requisite degree of detail without getting into their facts. That being said, if you wish to avoid reading these materials for any reason, please contact the instructor directly, and I will work with you to come up with an alternate arrangement, no questions asked.

		<p><i>Morin v Prince Edward Island School Board, Regional Administrative Unit No 3</i>, 2002 PESCAD 9 (CanLII), <http://canlii.ca/t/4tkj> at paras 1-115.</p> <p><u>Sanctionable misconduct</u></p> <p><i>British Columbia Public School Employers' Association v British Columbia Teachers' Federation</i>, 2018 CanLII 102019 (BC LA), <http://canlii.ca/t/hvtbf> at paras 1-186, [2018] BCCA 327.</p> <p><i>Kempling v College of Teachers (British Columbia)</i>, 2005 BCCA 327 (CanLII), <http://canlii.ca/t/11029> at paras 1-11 and 28-84.</p> <p><i>Casagrande v Hinton Roman Catholic Separate School District No 155</i>, 1987 CanLII 3358, <http://canlii.ca/t/281fk> at paras 1-36, [1987] 4 WWR 167 (Alta QB).</p> <p>Recommended:</p> <p><i>Audet, supra</i> at paras 50-76, Major J, dissenting (Sopinka J concurring).</p> <p>The Hon Sydney Robins, <i>Protecting Our Students: Executive Summary and Recommendations</i> (The "Robins Report", 2000), online: https://www.attorneygeneral.jus.gov.on.ca/english/about/pubs/robins/</p> <p><i>Trinity Western University v College of Teachers (British Columbia)</i>, 2001 SCC 31 (CanLII), <http://canlii.ca/t/dmd>.</p> <p><i>Toronto (City) Board of Education v OSSTF, District 15</i>, 1997 CanLII 378, <http://canlii.ca/t/1fr2l> at paras 1-17, 33, 49-79, 88 and 94-96, [1997] 1 SCR 487.</p> <p><i>Canadian Foundation for Children, Youth & the Law v Canada (Attorney General)</i>, 2004 SCC 4 (CanLII), <http://canlii.ca/t/1g990>.</p>	
<p>Week 5 October 4-10, 2021</p> <p>Tutorials: October 5 – G, H, I October 7 – J, K, L</p>	<p>There is no new material assigned this week to allow students time to work on Assignment 1.</p> <p>I will be holding drop-in Zoom sessions to answer questions about Assignment 1 (dates and times TBD)</p>		
<p>Week 6 October 12- 17, 2021</p> <p>(University closed Monday, October 11 for Thanksgiving)</p>	<p>Ethical Schools of Thought for Educators</p>	<p>Podcast: Ethical Schools of Thought for Educators</p> <p>KD Walker and JK Donlevy, <i>Beyond Relativism to Ethical Decision Making</i> (May 2006), 16 J of School Leadership 216, online: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/105268460601600301.</p> <p>Excerpt from JK Donlevy and KD Walter, <i>Working through Ethics in Education and Leadership</i> (Rotterdam, Netherlands: Sense Publishers,</p>	<p>Assignment 1 due Wednesday, October 13, 2021 at 4:00 PM</p>

<p>Tutorials : October 12- A, B, C October 14 – D, E, F</p>		<p>2011) (to be posted on D2L). https://brill-com.ezproxy.lib.ucalgary.ca/view/title/37858</p> <p>https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=974052</p> <p>Assess yourself using the “Survey of Ethical Theoretic Aptitudes” from F. Neil Brady, <i>Ethical Managing: Rules and Results</i> (New York, NY: Macmillan Publishing Company, 1990) at 211-213, online: http://faculty.wvu.edu/dunnc3/bradyinstrument.pdf.</p>	
<p><i>Week 7</i> October 18- 24, 2021</p> <p>Tutorials: October 19- G, H, I October 21- J, K, L</p>	<p>The ATA Code of Professional Conduct</p>	<p>Alberta Teachers’ Association, <i>Code of Professional Conduct</i> (2018), online: https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf.</p> <p>Alberta Education, <i>Teaching Quality Standard</i> (Ministerial Order No. 001/2018), online: https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf.</p> <p>Alberta Teachers’ Association, <i>Declaration of Rights and Responsibilities for Teachers</i> (2018), online: https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-5E%20Declaration%20of%20Rights.pdf.</p>	
<p><i>Week 8</i> October 25- 29, 2021</p> <p>(No tutorials this week)</p>	<p>TBA</p>	<p>Podcasts and Presentations by guest speakers – TBA</p> <p>In past years, the guest speakers have included a public school division superintendent, a staff sergeant, a charter school deputy superintendent, an Indigenous education scholar, and a representative from the ATA.</p> <p>I will be holding drop-in Zoom sessions to answer questions about Assignment 1 (dates and times TBD)</p>	<p>Assignment 2 due Friday, October 29, 2021 at 4:00 PM</p>

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are two required Learning Tasks for this course.

LEARNING TASK: ASSIGNMENT 1 – DUE: Wednesday, October 13, 2021 at 4:00 PM

Students will self-select into groups of three to five. Students may submit a request to work in a different size of group. Upon approval, the instructor may vary the word count range on a discretionary basis to ensure that larger groups are doing approximately the same amount of work *per capita* as smaller groups. The instructor will explain further details of the group selection process before the semester begins.

I will post three questions pertaining to the education law topics we learn in Weeks 1-4. Each group will

select one question and prepare a single written response to be submitted to the D2L drop box by the due date.

References to materials must be formatted in APA. Guidance will be provided on citing cases and legal materials.

The document must be submitted in Microsoft Word format, double-spaced, 12-point font (Times New Roman or Arial). The cover page must list group members in alphabetical order by surname. Assignments must be 1,500-2,000 words in length (excluding title page and references) unless you are working in a group of more than three students and the instructor stipulates a different word count range.

If you have any questions regarding formatting, citation, or writing style, please contact your TA.

CRITERIA FOR ASSESSMENT OF ASSIGNMENT 1

Assignment 1 will be assessed using the following criteria:

- I. Clarity of expression; (10 points)
- II. Logic and coherence of organization; (10 points)
- III. Case law usage and application of relevant legal tests; and (15 points)
- IV. Quality of analysis, including identification of legal issues. (15 points)

LEARNING TASK: ASSIGNMENT 2 – DUE: Friday, October 29, 2021 at 4:00 PM

Students may work with the same group as for Assignment 1. Students who wish to change their groups may submit a request on the same terms as stated above for Assignment 1.

I will post three questions pertaining the ethics concepts we learn in Weeks 6 and 7. Each group will select one question and prepare a single written response to be submitted to the D2L drop box by the due date. All formatting and citation requirements are the same as for Assignment 1.

I understand that you have many assignments due that same week. Therefore, I will ensure that everything you need to complete this assignment – including the assignment itself – will be posted to D2L no later than October 9, 2020.

CRITERIA FOR ASSESSMENT OF ASSIGNMENT 2

Assignment 1 will be assessed using the following criteria:

- I. Clarity of expression; (10 points)
- II. Logic and coherence of organization; (10 points)
- III. Application of the various ethical perspectives and the ATA Professional Code of Conduct, and how these interrelate; and (15 points)
- IV. Quality of analysis, including identification of ethical issues. (15 points)

ZOOM TUTORIALS

In past years, this class involved a lot of small group discussion and classroom engagement. In order to replicate this experience as closely as possible, we have arranged for three teaching assistants to be assigned to this course so students can participate in Zoom tutorials in groups of about thirty-five people. You will have a

tutorial every two weeks (a total of three tutorials) We expect you to treat these tutorials like you would an in-person class. That means:

- Do all the required readings and listen to the podcasts before each tutorial;
- Participate in Zoom discussion, awkward as that may be; and
- Stay on task.

There is no practical way for us to enforce these expectations. We simply expect you to follow them because you are adults enrolled in a professional program. In return, the instructor and the TA's are working hard to make these tutorials as useful and engaging for students as possible in the circumstances.

We also understand that attending an online class is, in many ways, more emotionally and mentally demanding than attending a class in-person. Hence, we strongly encourage – but do not require – students to display the webcam video of themselves during Zoom tutorials. That being said, you would be doing your TA and classmates a huge favour by leaving your camera on. Think of it as doing your part in helping us to recreate the face-to-face learning experience.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services through the Student Success Centre. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Kyle Corry,
esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.